



# Daily

GRADE  
**2**

# Language Review

## Common Core Edition

Correlated to State and Common Core State Standards

- Ideal for test prep
- Grammar and usage
- Capitalization, punctuation, and spelling
- Word meanings and relationships
- 36 weeks of 10-minute daily activities

Daily Language Review

WEEK 17 DAY 3

Correct the sentences.

1. Kyle lives in 623 Toro Road, medford oregon.  
\_\_\_\_\_ main street



# Correlations

2. Well play at the beach and eat fresh sea food

Write the missing word.

3. Dad will buy \_\_\_\_\_ a new camera to take.  
myself      himself      herself

Circle the word that means **cannot**.

4. My brother and I can't wait to go!

WEEK 17 DAY 2

Daily Language R



# Common Core State Standards Correlations

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
<b>L.1 Conventions of Standard English: Grammar and Usage</b>																			
L.2.1.a Use collective nouns (e.g., group)			•	•			•			•			•						
L.2.1.b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish)					•		•	•			•	•	•	•	•				•
L.2.1.c Use reflexive pronouns (e.g., myself, ourselves)																		•	•
L.2.1.d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told)	•		•		•	•			•	•	•	•			•			•	•
L.2.1.e Use adjectives and adverbs, and choose between them depending on what is to be modified	•	•	•		•	•	•		•		•		•	•	•			•	•
L.2.1.f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy)		•	•	•	•				•		•	•	•	•	•	•	•	•	•
<b>L.2 Conventions of Standard English: Capitalization, Punctuation, and Spelling</b>																			
L.2.2.a Capitalize holidays, product names, and geographic names	•	•	•	•	•	•				•	•	•	•	•	•	•	•	•	•
L.2.2.c Use an apostrophe to form contractions and frequently occurring possessives				•	•	•	•	•	•			•		•	•			•	•
<b>L.4 Vocabulary Acquisition and Use: Determine Word Meaning</b>																			
L.2.4.a Use sentence-level context as a clue to the meaning of a word or phrase	•					•		•				•					•		
L.2.4.b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell)							•					•	•	•					•
L.2.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional)	•	•	•		•				•	•			•	•	•			•	•
L.2.4.d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark)	•		•					•	•					•				•	
<b>L.5 Vocabulary Acquisition and Use: Word Relationships</b>																			
L.2.5.a Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i> )		•		•						•						•			•
L.2.5.b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny)										•					•				
<b>L.6 Vocabulary Acquisition and Use: Acquired Vocabulary</b>																			
L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy)	•	•			•		•	•			•				•	•			•

# Common Core State Standards Correlations

Week	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
<b>L.1 Conventions of Standard English: Grammar and Usage</b>																		
L.2.1.a Use collective nouns (e.g., group)									•	•		•				•	•	
L.2.1.b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish)	•	•	•			•						•		•			•	
L.2.1.c Use reflexive pronouns (e.g., myself, ourselves)	•		•	•			•		•								•	•
L.2.1.d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told)	•	•	•	•	•	•	•	•	•	•	•		•	•	•	•	•	•
L.2.1.e Use adjectives and adverbs, and choose between them depending on what is to be modified		•	•	•	•	•	•	•		•	•		•	•	•		•	•
L.2.1.f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
<b>L.2 Conventions of Standard English: Capitalization, Punctuation, and Spelling</b>																		
L.2.2.a Capitalize holidays, product names, and geographic names		•	•	•	•	•	•	•		•	•				•	•	•	•
L.2.2.c Use an apostrophe to form contractions and frequently occurring possessives	•	•	•	•	•	•	•			•	•		•				•	•
<b>L.4 Vocabulary Acquisition and Use: Determine Word Meaning</b>																		
L.2.4.a Use sentence-level context as a clue to the meaning of a word or phrase				•	•		•		•		•			•				•
L.2.4.b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell)				•		•											•	
L.2.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional)	•		•		•	•	•				•	•				•	•	•
L.2.4.d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark)				•		•		•				•		•		•		
<b>L.5 Vocabulary Acquisition and Use: Word Relationships</b>																		
L.2.5.a Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i> )		•	•	•		•	•		•		•	•	•	•	•	•	•	•
L.2.5.b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny)			•				•	•	•				•					•
<b>L.6 Vocabulary Acquisition and Use: Acquired Vocabulary</b>																		
L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy)		•	•		•	•				•	•		•	•	•			•

# Texas Essential Knowledge and Skills (TEKS)

## §110.13. English Language Arts and Reading, Grade 2

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
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### (5) Reading/Vocabulary Development.

Students understand new vocabulary and use it when reading and writing. Students are expected to:

(A) use prefixes and suffixes to determine the meaning of words (e.g., allow/disallow)	•	•	•		•		•		•	•		•	•	•	•	•	•	•
(B) use context to determine the relevant meaning of unfamiliar words or multiple-meaning words	•					•		•				•					•	
(C) identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning			•			•			•							•		
(D) alphabetize a series of words and use a dictionary or a glossary to find words						•		•	•	•		•		•		•		•

### (21) Oral and Written Conventions/Conventions.

Students understand the function of and use the conventions of academic language when speaking and writing. Students are expected to:

(A) understand and use the following parts of speech in the context of reading, writing, and speaking:																		
(i) verbs (past, present, and future)	•		•	•	•		•											•
(ii) nouns (singular/plural, common/proper)	•	•				•		•		•	•	•	•			•	•	•
(iii) adjectives (e.g., descriptive: old, wonderful; articles: a, an, the)	•	•	•		•	•	•		•		•	•	•	•		•	•	•
(iv) adverbs (e.g., time: before, next; manner: carefully, beautifully)	•	•	•		•	•	•		•		•	•	•		•	•	•	•
(v) prepositions and prepositional phrases								•						•				•
(vi) pronouns (e.g., he, him)	•	•	•	•		•	•	•			•		•		•			•
(B) use complete sentences with correct subject-verb agreement	•	•		•	•	•		•	•	•	•		•	•	•	•		•
(C) distinguish among declarative and interrogative sentences	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

### (22) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:

(B) use capitalization for:																		
(i) proper nouns	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
(ii) months and days of the week			•	•	•	•			•	•	•		•	•		•		•
(C) recognize and use punctuation marks, including:																		
(i) ending punctuation in sentences	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
(ii) apostrophes and contractions				•	•	•	•	•	•			•		•	•		•	•
(iii) apostrophes and possessives				•	•	•	•	•	•			•		•	•		•	•

### (23) Oral and Written Conventions/Spelling.

Students spell correctly. Students are expected to:

(C) spell high-frequency words from a commonly used list	•	•	•	•		•	•	•	•	•	•	•	•	•	•	•		•
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Week	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
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### (5) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:

(A) use prefixes and suffixes to determine the meaning of words (e.g., allow/disallow)	•		•	•	•	•	•				•	•			•	•		•
(B) use context to determine the relevant meaning of unfamiliar words or multiple-meaning words				•	•		•		•		•			•				
(C) identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning		•						•				•		•				•
(D) alphabetize a series of words and use a dictionary or a glossary to find words			•	•		•			•	•	•			•		•		

### (21) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students are expected to:

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(i) verbs (past, present, and future)				•	•	•	•	•		•	•		•	•	•	•	•	•
(ii) nouns (singular/plural, common/proper)	•	•		•			•	•	•	•	•	•	•	•		•	•	•
(iii) adjectives (e.g., descriptive: old, wonderful; articles: a, an, the)		•	•	•	•	•	•	•		•	•		•	•	•		•	•
(iv) adverbs (e.g., time: before, next; manner: carefully, beautifully)		•	•	•	•	•	•	•		•	•		•	•	•		•	•
(v) prepositions and prepositional phrases	•		•						•			•	•			•	•	
(vi) pronouns (e.g., he, him)	•	•	•	•			•	•	•	•		•		•		•	•	•
(B) use complete sentences with correct subject-verb agreement			•	•	•	•		•		•	•	•	•	•		•	•	•
(C) distinguish among declarative and interrogative sentences	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

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(C) recognize and use punctuation marks, including:																		
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(ii) apostrophes and contractions		•		•		•	•		•			•					•	•
(iii) apostrophes and possessives	•	•	•	•	•	•	•			•	•		•				•	•

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